

The Form Of Difficulty In Beginning Reading Of Grade I Students Based On The EGRA Method at SDN Talun 3 Blitar

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Abstract—This research is motivated by the importance of beginning reading skills in elementary school students. However, the facts in the field show that there are still students who experience difficulties in beginning reading. Therefore, there is a need for early detection related to the difficulties of beginning reading experienced by students. The purpose of this study is to describe the form of difficulty in beginning reading of grade I students based on the EGRA method. This research is a qualitative research. This research uses the EGRA (Early Grade Reading Assessment) reading assessment method which includes aspects of: 1) recognizing letters, 2) reading meaningful words, 3) reading meaningless words, 4) reading aloud, and 5) listening. The results of the study obtained data on the average score from the lowest is 1) aspects of reading words that have no meaning (47%), 2) aspects of fluency in reading aloud and reading comprehension (50%), 3) aspects of listening (listening) and reading comprehension (52%), 4) aspects of reading meaningful words (63%), 5) aspects of recognizing letters (79%). The conclusion of this study is the form of difficulties experienced by students, namely: 1) aspects of recognizing letters: students have difficulty identifying letters, students have difficulty assembling letter arrangements, and reversing letters; 2) aspects of reading meaningful words and aspects of reading meaningless letters: students tend to change or replace words into more similar word forms, students omit letters or reduce letters in word arrangements, and pronounce words incorrectly; 3) aspects of reading aloud and comprehension: students read with stammering, pay less attention to punctuation, and make their own corrections; 4) aspects of listening: students have difficulty in concentrating.

Keywords— difficulties, beginning reading, EGRA method

I. INTRODUCTION

The development of information Science and Technology (IPTEK) in the digital era provides various benefits and conveniences for human life. In line with these conditions, people are required to have a love of learning (Ngongo et al., 2019). Science and technology can be followed through various media that present information such as TV, newspapers,

social media, radio, and so on. To find out the information in these media can be done by reading or listening. Based on this situation, it can be said that the ability to read is very necessary for human life. Through reading activities, a person can obtain new information, knowledge, and experiences in his life.

In the Merdeka Curriculum at the elementary school level, reading learning is divided into 2, namely reading in the early grades (for grades 1, 2, and 3) which is more commonly known as beginning reading and reading and writing in high grades (for grades 4, 5, and 6) which is more commonly known as advanced reading (Adel Ibrahim Ahmed & Rajab, 2015). The general definition of beginning reading according to (Ritonga, 2021) is understanding the patterns of language from its written description. Diharjo (Diharjo, 2020) also argues that beginning reading is a skill that must be mastered by the reader. At the beginning reading stage, children are first introduced to the letters (A to Z), then from these letters the child will memorize the shape and then pronounce the letters according to their sound. Facts in the field show that the difficulties in beginning reading experienced by each student vary from one to another. When encountering these problems, teachers and parents (families) are deemed necessary to seek assistance so that children who have difficulties in beginning reading receive appropriate and appropriate treatment. One of the efforts that can be made to detect children experiencing reading difficulties is through assessment.

One of the international standardized early reading assessments is EGRA. USAID PRIORITAS' Early Grade Reading Assessment (EGRA) (Prioritizing, Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students) is an assessment method developed by USAID (United States Agency for International Development) together with the Government of Indonesia to improve access to quality basic education in Indonesia. One of the programs focuses on improving students' beginning reading skills in the lower grades. As an effort to help teachers and schools improve students' beginning reading skills. The EGRA assessment method can diagnose students' difficulties in beginning reading through tests. The EGRA test can assist teachers in early detection of reading difficulties experienced by students, especially low-grade students who are at the beginning reading stage. The EGRA test includes 5 aspects, namely: (1) recognizing letters, (2) reading words, (3) reading words that have no meaning, (4) fluency in reading aloud and reading comprehension, and (5) listening (listening comprehension) (et al., 2022).

II. METHODS

The type of research used in this research is qualitative research. Bogdan and Taylor which reveals that qualitative research is a research procedure that is able to produce descriptive data in the form of speech, writing, and behavior of the people observed. In this study, researchers used research stages based on Moleong's opinion. Moleong (2021, p.127) outlines the stages in a research study. These stages include: (1) pre-field stage, (2) field work stage, (3) data analysis stage, and (4) reporting stage.

In qualitative research, the main instrument is the researcher. The main instrument in this research is the researcher himself while the supporting instruments used in this research are tests, observation, and documentation. The instrument used was a beginning reading test consisting of 5 test items (4 written test items and 1 oral test item), each of which was used to measure one type of sub variable. In this study, the observation technique used was non-participant observation technique, this means that when observing researchers do not involve participants and researchers carry out observations independently. While in the process, researchers use structured observation techniques because observations are carried out through systematic preparation.

III. RESULTS AND DISCUSSION

The research conducted in class I of SD Negeri Talun 3 Blitar Regency obtained qualitative data. The qualitative data was obtained by researchers from the results of tests, observations, and documentation. The tests were in the form of a beginning reading test consisting of 5 test items (4 written test items and 1 oral test item), each of which was used to measure one type of sub variable. The test was given to all first grade students totaling 9 students. Observations were made during the reading test process by observing the difficulties experienced by students when reading. Data obtained through tests and observations were supported by documentation of research activities. The researcher will present a description of the research data in this section. The data obtained from the research results are described both in general and specifically in each aspect.

Based on the results obtained through tests conducted on first grade students of SD Negeri Talun 3 with a total of 9 students, it can be seen students' ability in beginning reading in table 1 below.

Table 1. Reading Test Recapitulation Results

Name	Score for each aspect (%)				
	1	2	3	4	5
AIA	70	87.5	63.8	44	50
AAZAP	90	55	58.5	55	50
CDA	46	42.5	38.9	33	33

Name	Score for each aspect (%)				
	1	2	3	4	5
NQN	94	92.5	76.7	66	66
PSS	90	45	65.9	44	88
PAA	100	77.5	73.1	88	50
SE	96	60	64.9	55	66
SPI	92	65	50.6	33	33
PA	36	40	31.4	33	33

Description:

Aspect 1: recognize letters (M.H)

Aspect 2: word reading (M.K.B)

Aspect 3: reading words that have no meaning (M.K.T.B)

Aspect 4: fluency in reading aloud and comprehension (M.N)

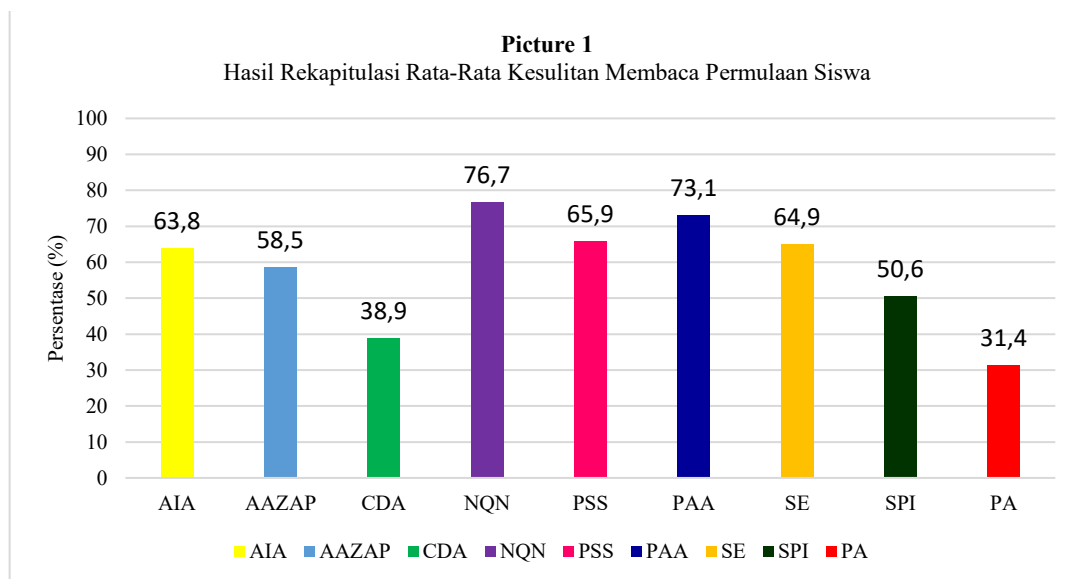
Aspect 5: listening (listening) and comprehension (M.P)

From this data, the average of each student is then found in the following table.

Table 2 Average Score

Name	Total Score (%)	Average (%)
AIA	315.3	63.8
AAZAP	308.5	58.5
CDA	193.4	38.9
NQN	395.2	76.7
PSS	332.9	65.9
PAA	388.6	73.1
SE	341.9	64.9
SPI	273.6	50.6
PA	173.4	31.4

Based on Tables 1 and 2, the results of the recapitulation of data on the initial reading ability of grade I students in terms of the EGRA (Early Grade Reading Assessment) method can be described that in the M.H aspect, the highest percentage score obtained is 100% and the lowest is 36%. In the M.K.B aspect, the highest percentage score obtained was 92.5% and the lowest was 40%. In the M.K.T.B aspect, the highest percentage score obtained was 67.5% and the lowest was 15%. In the M.N aspect, the highest percentage score obtained was 88% and the lowest was 33%. In the last aspect or M.P aspect, the highest percentage score obtained was 88% and the lowest was 33%.



In addition to the highest and lowest scores on each aspect. From Table 1 and Figure 1, it is also obtained that the student who has the highest average score is NQN with an average of 76.7%, while the student with the lowest average score is PA with an average of 31.4%. From the average score obtained by students, then the average score will be categorized based on the existing categories. More details can be seen in table 3 below.

Table 3. Score Category

Score	Category	Students
$\geq 85\%$	Excellent	-
$\geq 65\%$ or $\leq 84\%$	Good	SE, PSS, PAA, NQN
$\geq 45\%$ or $\leq 64\%$	Simply	SPI, AAZAP, AIA
$\leq 44\%$	Less	PA, CDA

Based on the data in Table 3, it can be seen that students with a score category of less are PA with an average percentage score of 31.4% and CDA with an average percentage score of 38.9%. The next score category is the sufficient category, students who fall into the sufficient category are SPI with an average percentage score of 50.6%, AAZAP with an average percentage score of 58.5%, and AIA with an average percentage score of 63.8%. The next category is the good category, students who fall into the good category are SE with an average percentage score of 64.9%, PSS with an average percentage score of 65.9%, PAA with an average percentage score of 73.1%, and NQN with an average percentage score of 76.7%. As for the excellent score category, there were no students who had an average percentage score that fell into the excellent category.

The average beginning reading ability of each aspect can be seen in Table 4 below.

Table 4. Average of Each Aspect

Name	Score for each aspect (%)				
	1	2	3	4	5
AIA	70	87.5	63.8	44	50
AAZAP	90	55	58.5	55	50
CDA	46	42.5	38.9	33	33
NQN	94	92.5	76.7	66	66
PSS	90	45	65.9	44	88
PAA	100	77.5	73.1	88	50
SE	96	60	64.9	55	66
SPI	92	65	50.6	33	33

PA	36	40	31.4	33	33
Average	79	63	47	50	52

Based on the information data about the average difficulty of beginning reading, it is then arranged in the form of a diagram. This is useful for knowing the gap in each aspect in the assessment of early reading difficulties. That in the five aspects of beginning reading studied, the aspect that has the lowest average percentage score is the M.K.T.B aspect, namely the aspect of reading words that have no meaning with an average percentage score of 47%. Then the second lowest aspect is the M.N aspect, namely the fluency aspect of reading aloud and reading comprehension with an average percentage score of 50%. The third lowest aspect is the aspect of listening (listening) and understanding (M.P) reading with an average percentage score of 52%. The aspect of reading meaningful words (M.K.B) is in the fourth order of difficulty with an average percentage score of 63%. The last sequence of aspects of difficulty in beginning reading is the aspect of recognizing letters (M.H) with an average percentage score of 79%.

Based on the data presentation of the research results, it can be seen that of the 5 aspects reviewed, in the aspect of M.H (recognizing letters) the highest percentage score obtained is 100% and the lowest is 36%. In the aspect of M.K.B (reading words) the highest percentage score obtained was 92.5% and the lowest was 40%. In the M.K.T.B aspect (reading words that have no meaning) the highest percentage score obtained was 67.5% and the lowest was 15%. In the M.N aspect (reading aloud) the highest percentage score obtained was 88% and the lowest was 33%. In the last aspect or aspect of M.P (listening) the highest percentage score obtained was 88% and the lowest was 33%.

Meanwhile, when viewed based on the average percentage score in each aspect, the lowest average percentage score is the M.K.T.B aspect, namely the aspect of reading words that have no meaning with an average percentage score of 47%. Then the second lowest aspect is the M.N aspect, namely the fluency aspect of reading aloud and reading comprehension with an average percentage score of 50%. The third lowest aspect is the aspect of listening (listening) and understanding (M.P) reading with an average percentage score of 52%. The aspect of reading meaningful words (M.K.B) is in the fourth order of difficulty with an average percentage score of 63%. The last sequence of aspects of difficulty in beginning reading is the aspect of recognizing letters (M.H) with an average percentage score of 79%.

When students carry out reading activities, various forms of difficulties experienced by students in beginning reading are found. Pratiwi & Ariawan (2017) suggests that early reading difficulties are a condition when children have difficulty recognizing letters, punctuation marks, and even in reading words also have difficulties. Early reading difficulties occur in children who are in the early reading stage. Based on the results of data obtained through tests and observations made to first grade students of SD Negeri 3 Karangtalan with a total of 9 students, a description of the forms of early reading difficulties experienced by students in each aspect of the EGRA Method was obtained as follows.

1. Letter Recognition (M.H)

In this aspect, 50 consonant and vowel letters are presented randomly, the student's task is to mention the letters within 60 seconds. Based on the research data, there are 2 students experiencing difficulties in recognizing letters, namely CDA and PA. The form of difficulty in beginning reading in the aspect of recognizing letters is that students have difficulty identifying letters, students have difficulty assembling letter arrangements, and reversing letters. In this aspect, the average score obtained is 79%.

(Jumiaty et al., 2021) said that letter reversal and difficulty identifying letters often occur because children feel confused about the position between right and left or up and down. Inversion occurs especially in letters that are almost the same such as "d" with "b", "p" with "q", "m" with "w", in addition to difficulties in letters with similar shapes, students also tend to have difficulty in identifying letters with similar sounds such as "f" and "v". (Laila et al., 2021) also explains that memory can be related to visual memory to recognize letter shapes and/or auditory memory to recognize letter sounds. Visual perception disorders can cause children to have difficulty distinguishing letters that are almost the same shape, and as a result of these difficulties children also find it difficult to distinguish the names of letters.

2. Reading Meaningful Words (M.K.B)

The word reading stage is useful for measuring students' ability to read separate words according to their level. In this aspect, 40 words are presented and the student's task is to read the words contained in the test sheet but must not be spelled out within 60 seconds. Based on the research data, there are 2 students who have difficulty in reading words, namely CDA and PA. The forms of early reading difficulties that occur in this aspect are students tend to change or replace words into more similar word forms, students eliminate letters or reduce letters in word order, and pronounce words incorrectly. The average score obtained in this second aspect is 63%.

Also (Jumiaty et al., 2021) said that children often omit letters or words when learning to read. This is done because students are less familiar with letters, language sounds (phonics) and the form of words or sentences. This error usually occurs in the middle or end of a word or sentence. Another cause is that students assume that these letters are not needed. Abdurrahman also added that students tend to pronounce words incorrectly because children do not recognize letters so they guess, or because of differences in children's dialects with standard Indonesian.

3. Reading Meaningless Words (M.K.T.B)

The words presented in this aspect are entirely meaningless. In this aspect, 40 words that have no meaning are presented and the students' task is to read the words contained in the test sheet and may not spell. Based on the research data, students who have difficulty in beginning reading in this aspect are AAZAP, CDA, SPI, and PA. In this third aspect, the average score is 47%.

The form of initial reading difficulties experienced by students in this aspect is that students have difficulty reading words that are rarely used in everyday life. say that reading isolated words without meaning can provide children with an understanding of the structure of language. Thus, children are not accustomed to being taught to pronounce words that have no meaning. In addition to this teaching pattern, children also find it difficult to pronounce words that have no meaning because they are too unfamiliar to them and are rarely used in everyday life.

4. Reading aloud and reading comprehension (M.N)

In this aspect, students are given a short story text, the student's task is to read the text using the read aloud technique. After students read the whole story, students are asked to answer questions related to the content of the story. Based on the research data, students who experienced difficulties in beginning reading in this aspect were AIA, CDA, PSS, SPI, and PA. In this aspect, the forms of beginning reading difficulties experienced by students are reading with stammering, paying less attention to punctuation, and making their own corrections. The average score obtained in this aspect is 50%.

This statement is reinforced by the opinion of (Furtasan Ali Yusuf et al., 2023) who states that children who doubt their abilities often read haltingly. Doubts in reading are often caused by children not recognizing letters or because of a lack of understanding. If children do not understand the meaning of major punctuation marks such as periods and commas, they will have difficulty in intonation. In intonation difficulties the child can read or vocalize all the writing, but gets difficulty in reading songs and intonation. This can affect reading comprehension, because differences in intonation due to punctuation can change the meaning of the sentence. Then self-correction is done by the child if he realizes an error, because of the awareness of an error, the child then tries to correct his own reading.

5. Listening and Reading Comprehension (M.P)

In this aspect of listening and understanding the reading that is heard is useful for measuring the ability to follow and understand simple stories. In this aspect, the test time is not counted and there is no student reading sheet. The researcher reads short stories to students and students listen to the stories that are read. After listening to the story, students were asked to answer questions related to the story that had been heard. Students who have difficulty reading in this aspect are CDA, SPI, and PA. In this aspect, the average score obtained is 52%.

One form of difficulty in beginning reading in this aspect is the difficulty of children in concentrating when listening. In accordance with the opinion of (Adel Ibrahim Ahmed & Rajab, 2015) who said that there are times when children cannot capture the message heard because students cannot focus their attention on the speaker. In addition, children cannot capture information or messages heard because of poor vocabulary or inability to understand sentence structure. Another possibility is that the information is too unfamiliar to them or their background experience of the message or information is very limited.

IV. CONCLUSIONS

The conclusion of this study is the form of difficulties experienced by students, namely: 1) aspects of recognizing letters: students have difficulty identifying letters, students have difficulty assembling letter arrangements, and reversing letters; 2) aspects of reading words and aspects of reading letters that have no meaning: students tend to change or replace words into more similar word forms, students omit letters or reduce letters in word arrangements, and pronounce words incorrectly; 3) aspects of reading aloud and comprehension: students read with stammering, pay less attention to punctuation, and make their own corrections; 4) aspects of listening: students have difficulty concentrating when listening.

V. LITERATURE

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